

New Jersey Core Curriculum Content Standards for Social Studies

INTRODUCTION

The Vision

The vision of the social studies standards is one that fosters for all students the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography. In achieving this vision, students must:

- Acquire a basic understanding and appreciation of American traditions and values based on their knowledge of history and of the development and functioning of the American constitutional system of government;
- Develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans;
- Acquire basic literacies in the core disciplines of social studies and have the basic understandings needed to apply this knowledge to their lives as citizens;
- Understand world history as the context for United States history and as a record of the great civilizations and cultures of the past and present; and
- Willingly participate in activities that enhance the common good and increase the general welfare.

In order to assist students to reach this vision, school district programs must:

- Embrace the idea that all students can learn at high levels;
- Promote the teaching of critical thinking but also include appropriate concern for content knowledge;
- Value the needs of students as the key elements in instructional planning;
- Include the full spectrum of social studies consisting of world, United States and New Jersey history, civics, economics, and geography;
- Provide adequate resources to all classrooms; and
- Connect curriculum and instruction to assessment by providing state-of-the-art assessments of student learning, including traditional objective tests and performance assessments.

The teaching of all of the standards and indicators should be approached through the various social science and human perspectives. This will enable students to appreciate the complexities of social and historical issues.

The Revised Standards

The purpose of social studies education is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. The standards define social studies as the four disciplines of history, geography, civics and economics. The teaching of social studies should include interdisciplinary connections among these areas. Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode. This is frequently the basis of social studies activities in the classroom.

The social studies standards are the visible structure of social studies education for New Jersey schools for grades kindergarten through twelve. Educators and practitioners have developed the standards which contain the essential knowledge and skills that all students will need to function effectively in American society. The revised standards are the product of a committee that included teachers, administrators, representatives from the higher education community, and members of the New Jersey Department of Education.

To strengthen social studies instruction in New Jersey, the revision process has endeavored to make the original standards clearer, more relevant to today's world, and more consistent with current trends in social studies research and instruction. The standards review committee has continued the structuring of the original standards around the four disciplines. This is designed to maintain and foster the individuality that each subject area brings to classroom teachers and students. It also recognizes that interdisciplinary connections among the subject disciplines exist and should be encouraged whenever possible.

Existing statutory requirements have been incorporated as essential ingredients of the revised social studies standards. These include two years of American History (N.J.S.A 18A: 35), which also includes New Jersey and African-American history; one year of World History/Cultures; a course for study of the United States Constitution, as well as a program of education in the Holocaust and other instances of genocide in modern history.

Standards and Strands

There are five social studies standards, each of which has a number of lettered strands. These standards and their associated strands are:

6.1 Civics

- A. Civic Life, Politics, and Government
- B. American Value and Principles
- C. The Constitution and American Democracy
- D. Citizenship
- E. International Relations

6.2 World History

- A. Pre-History (Grades 4 to 8)

- B. The Ancient Period (Grades 4 to 8)
- C. The Middle Ages (Grades 4 to 8)
- D. The Age of Global Encounters (Grades 4 to 8)
- E. The Age of Global Encounters (Grades 9 to 12)
- F. The Age of Revolutionary Change (Grades 9 to 12)
- G. The Era of the Great Wars (Grades 9 to 12)
- H. The Modern World (Grades 9 to 12)

6.3 United States/New Jersey History

Grades K to 4

- A. Family and Community
- B. State and Nation

Grades 5 to 8

- A. Three Worlds Meet
- B. Colonization and Settlement
- C. Revolution and the New Nation
- D. Expansion and Reform
- E. Civil War and Reconstruction

Grade 9 to 12

- A. American History through Reconstruction
- B. The Industrial Revolution
- C. The Emergence of Modern America
- D. The Great Depression and World War II
- E. Postwar Years
- F. Contemporary America

6.4 Economics

- A. Economic Literacy
- B. Economics and Society
- C. Personal Financial Management

6.5 Geography

- A. The World in Spatial Terms
- B. Places and Regions
- C. Physical Systems
- D. Human Systems
- E. Environment and Society

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STANDARD 6.1 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN OUR DEMOCRATIC SOCIETY.
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Descriptive Statement: The purpose of this standard is to prepare students to be informed, active, responsible citizens in the American democratic republic. It is essential that students have an understanding of the historical foundations, underlying values, and principles upon which the American system of representative democracy is based. Before citizens can make informed, responsible decisions as voters, jurors, and community residents, they must have an understanding and appreciation of the fundamental concepts and documents which form the American heritage including the Declaration of Independence, the United States Constitution, and the New Jersey State Constitution.

The study of politics, government, and society should start in early elementary grades with the identification of the need for rules and laws and structures for decision-making or governance, and proceed through upper elementary grades to identify key documents and ideas that express democratic principles. Intermediate students should examine the various forms of government, the functions of the various branches of our federal government, as well as local and state levels of government. They must understand the ongoing need to balance individual rights and public needs. High school students should build on their prior knowledge and skills by analyzing the scope of governmental power, the spectrum of political views, and how the United States functions in a global society. Students should be encouraged not only to learn about how government works but also to apply their knowledge and to use their critical thinking, listening, and speaking skills to better understand the value of citizen participation in a representative democracy.

In developing these cumulative progress indicators, the panel consulted the *National Standards for Civics and Government* and other sources. There are five major topics that have been addressed in the indicators that are reflected in the following questions:

- What is government and what should it do?
- What are the basic values and principles of American democracy?
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- What is the relationship of the United States to other nations and to world affairs?
- What are the roles of citizens in American democracy?

A. Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Civic Life, Politics, and Government

1. Explain the need for rules, laws, and government.
2. Give examples of authority and recognize problems that might arise from lack of effective authority.

3. Describe how American citizens can participate in community and political life.
4. Understand that justice means fairness to all.
5. Know that a responsibility means something you must or should do.
6. Explore basic concepts of diversity, tolerance, fairness, and respect for others.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Civic Life, Politics, and Government

1. Understand the difference between power and authority.
2. Examine the rule of law in government systems.
3. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.
4. Recognize that government exists at the community, county, state, and federal levels.
5. Demonstrate basic concepts of diversity by modeling tolerance, fairness, and respect for others.

B. American Values and Principles

1. Know the key documents and essential ideas that express American democratic principles and beliefs, including:
 - Declaration of Independence
 - United States Constitution
 - Bill of Rights
 - Lincoln's Gettysburg Address
2. Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American flag and the national anthem.
3. Understand and appreciate American values and beliefs, such as equality of opportunity, fairness to all, equal justice, and the rights guaranteed by the United States Constitution and the Bill of Rights.

C. The Constitution and American Democracy

1. Understand that the Constitution states the basic plan for our government and is "a form of higher law that establishes and limits government to protect individual rights and promote the common good."¹
2. Delineate the respective roles of the three branches of the federal government.
3. Utilize knowledge about how governmental bodies make decisions to understand the impact of them on school, town, and community life.
4. List the major offices and office holders in state and local governments and explain the roles and responsibilities of each.
5. Identify major services provided by state and local government.
6. Explain what taxes are, how they are collected, and how the money is used.

¹ Center for Civic Education, 1994. *National Standards for Civics and Government*. Page 7.

D. Citizenship

1. Understand that a citizen is a legally recognized member of the United States with rights and such responsibilities as voting in elections and serving on juries.
2. Understand the process through which individuals can come to the United States and become citizens.
3. Explain the importance of taking an active role in political activities and public service in their schools and community.

E. International Relations

1. Explain that the world is divided into many nations consisting of territory, people, government and laws.
2. Describe ways in which the United States interacts with other nations through trade, diplomacy, cultural exchanges, and, sometimes, wars.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Civic Life, Politics, and Government

1. Understand the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
2. Compare and contrast major characteristics of democratic governments.
3. Compare and contrast democratic and authoritarian or totalitarian systems of government.
4. Analyze the sources and effects of and ways to combat prejudice and discrimination.
5. Describe the role of voluntary associations and organizations in social welfare and education.

B. American Values and Principles

1. Demonstrate understanding of the major historical and contemporary conflicts over United States and New Jersey constitutional principals.
2. Understand the concept of representative government and how it works to protect the majority and the minority.

C. The Constitution and American Democracy

1. Understand the purposes, organization, functions, and interactions of the legislative, executive and judicial branches of national and state governments and independent regulatory agencies.
2. Describe the role of law within the American constitutional system and the judicial struggle to balance individual rights and public needs.
3. Compare the roles of the individual, political parties, campaigns, elections, interest groups and the media in American politics.
4. Illustrate the importance of politics, public service, and a knowledgeable citizenry in American constitutional democracy.
5. Understand the importance of the traditions, values and beliefs, which form a common American heritage in an increasingly diverse American society.

D. Citizenship

1. Understand that American citizenship is full membership in a self-governing community that confers certain rights, privileges and personal and civic responsibilities.
2. Understand issues regarding personal, political and economic rights of Americans.
3. Research contemporary issues involving the constitutional rights of American citizens and others residing in the United States.
4. Identify significant characteristics of an effective citizen and know how to influence public policy by participating in the government activities of their school.

E. International Relations

1. Understand that the world is made up of nation states which claim sovereignty over a defined area and jurisdiction over everyone in it.
2. Identify the powers the Constitution gives to Congress, the President, and the federal judiciary in foreign affairs.
3. Understand the means the government uses to attain objectives in foreign affairs including diplomacy, treaties, trade agreements, foreign aid, and military intervention.
4. Evaluate current United States and international diplomatic and foreign policy issues and problems.
5. Understand the interactions and the impact of the United States on the rest of the world in regard to life, culture, economics, and politics.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Civic Life, Politics, and Government

1. Analyze how separate and specific powers in the Constitution result in tensions among the three branches of government and how these tensions are resolved.
2. Apply the concept of the rule of law to contemporary issues.
3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
4. Evaluate competing ideas about the purpose of the national government and how they have changed over time.
5. Understand how participation in civic and political life can contribute to the attainment of individual and public good.
6. Practice the individual responsibility to resist racism, prejudice and discrimination.

B. American Values and Principles

1. Understand the major historical events and important ideas that led to and have sustained the constitutional government of the United States.
2. Propose new governmental policies on a variety of contemporary issues by applying knowledge of state and national policies and decision-making processes.
3. Identify and analyze any disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them.
4. Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life.

5. Explore the relationships of voluntarism and philanthropy to Americans' ideas about government.

C. The Constitution and American Democracy

1. Debate current issues and controversies involving some of the central ideas of the American constitutional system, including representative government, civic virtue, popular sovereignty, checks and balances, and limits on governmental power.
2. Analyze through current and historical examples and Supreme Court cases the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
3. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.
4. Identify the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.
5. Understand how federal, state and local governments are financed through systems of taxation.
6. Understand the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.

D. Citizenship

1. Identify and explain characteristics needed for effective participation in civic and political life.
2. Compare the benefits of American citizenship with those of citizens of other nations, including democratic and non-democratic countries.
3. Apply knowledge of state and federal government policies and decision-making processes to current public policy issues.
4. Examine what is meant by "public agenda," how it is set, and how it is influenced by interest groups, public opinion, and the media.
5. Understand the processes by which public policies at the local, state and national levels are made and how citizens can affect these processes and policies.
6. Monitor and influence the formation and implementation of policy through various forms of participation.
7. Apply logical validity, factual accuracy, emotional appeal, soundness of evidence, and absence of bias and prejudice to evaluate various kinds of historical and contemporary communications.

E. International Relations

1. Analyze and evaluate key principal foreign policy actions and positions of the United States past and present and evaluate their consequences.
2. Understand how the world is organized politically into nation states and alliances and how these interact with one another.
3. Compare the United States Constitution and the fundamental principles of other countries to the United Nations' Universal Declaration of Human Rights.
4. Describe and evaluate the purposes and effectiveness of international governmental organizations such as the United Nations, the North Atlantic Treaty Organization, and

the World Court as compared with international non-governmental, non-profit organizations.

STANDARD 6.2 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.

Descriptive Statement: This standard includes content relating to seven periods of world history. Each period is introduced with a brief statement about context highlighting some of the major large-scale developments of that period. The seven periods include:

- A. Pre-History, the Birth of Civilization to 1000 BCE
- B. The Ancient Period to 500 CE (AD)
- C. The Middle Ages to 1400 CE (AD)
- D. The Age of Global Encounters (1400-1750)
- E. The Age of Revolutionary Change (1750-1914)
- F. The Era of the Great Wars (1914-1945)
- G. The Modern World (1945 to the present)

Cumulative Progress Indicators (CPIs) are grouped primarily in two grade clusters: 5 to 8 and 9 to 12. Content for this standard in grades K to 4 focuses on the cultural background of those that came to America from different parts of the world. Students at this level are developmentally able to understand "long ago" and "far away." They should be introduced to some famous names and places and stories about daily life in other parts of the world and in other times. See also United States and New Jersey history for some suggestions on topics in regard to home, family and community, which would be relevant for world history classes at grades K-4.

Students in grades five through eight will study the first four periods, from the development of human civilization in prehistory to the beginning of the post-medieval world. Students in grades 9 through 12 will study the last four periods from global encounters to the contemporary world. Teachers should endeavor to work with the critical questions of historical study as follows:

Are there general lessons to be learned from history?

How and why do societies change?

Why do civilizations decline and perish?

Why is there political and social conflict?

How does religion influence the development of individual societies as well as global processes?

Are individuals as important as underlying structures in explaining change?

How have social institutions and groups failed to function in a positive way when people have behaved in cruel or inhumane ways?

How have people worked to combat instances of prejudice, cruelty, and discrimination?²

The history topics listed for each of the seven eras of world history are organized around the following geographic areas: *Eastern Europe, Western Europe, East Asia, Africa and the Middle East, North America and Latin/MesoAmerica*. They are grouped around the following topics:

² Adapted from: Rabb, Theodore, 1999. History Matters. Newsletter of the National Council for History Education

- A. Study of a particular civilization
- B. Specific structures within the civilization (political, social, economic)
- C. Comparative civilizations/societies
- D. Connections among civilizations
- E. Global processes such as trade, conflict, and demographic change
- F. World religions
- G. Humanities: arts, sciences and culture

Students need to learn critical and historical thinking as they study history and cultures, the role of geography and the development of social, economic and political structures throughout the world at various times. There should also be a balanced look at some of the political, social, cultural and technological changes that occurred in Europe, Africa, the Middle East and Asia from earliest times to the present. Students should trace the evolution of selected important ideas, beliefs, practices and technologies as they shaped major developments.

B. Cumulative Progress Indicators

By the end of **Grade 4**, students will:

1. Understand Americans have come from different parts of the world, and that we all have a common American heritage in addition to the heritage of the countries of origin.
2. Identify and describe rituals or customs from their own culture and other cultures represented in the community and in the country.
3. Understand that all cultures share materials and non-material traits.
4. Compare and contrast material and non-material traits from different cultures.
5. Understand society as organized cooperative groups.
6. Describe situations in which people from diverse backgrounds worked together to solve common problems.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students will:

A. Pre-History, the Birth of Civilization to 1000 BCE

Context: Human migrations across the earth; beginnings of civilization in Eurasia and Africa river valleys; the Neolithic revolution; bronze technology, spread of agriculture; cultural innovation and change.

1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through archeological methods, including:
 - Early hominid development
 - Migration and adaptation to new environments
2. Compare and contrast characteristics of the major ancient civilizations, including Mesopotamia, Egypt, the Yellow River in China, the Indus River Valley and the Americas.

B. The Ancient Period, 1000 BCE to 500 CE

Context: Emergence of the first centers of civilization, and of what will be the major world religions; the classical civilizations of Greece and Rome; christianization of the Roman Empire; and classical civilizations in India, China.

1. Explain the origins and beliefs of the major world religions, including:
 - Judaism and the Ancient Hebrews
 - Christianity
 - Confucianism
 - Hinduism and Buddhism
2. Examine the growth of Greek democracy and describe the significant contributions of ancient Greece to Western culture.
3. Describe the impact of Roman civilization on Mediterranean, and western culture.
4. Understand that other important cultures were developing in Asia, Africa and Mesoamerica.

C. The Middle Ages, c. 500 to 1400 CE (AD)

Context: Growth in European political, social and cultural structures; origin and early expansion of the Ottoman Empire; Chinese maritime expeditions; spread of Islam; pre-Columbian societies in the Americas; and the emergence of capitalism.

1. Understand the evolution of significant political, economic, social and cultural institutions and events that shaped medieval society, including:
 - Catholic and Byzantine churches
 - Feudalism and manorialism
 - Rise of cities
 - Changing technology
2. Explain the development of Islam as a religion, a political system, and a culture, including scientific and artistic achievements, impact of trade, and conflict with Europe.
3. Describe the importance and impact of increased trade among the societies in Africa, Asia and Europe.
4. Understand the significance of the developing cultures of South and East Asia, including:
 - Buddhism
 - Golden Age in China
 - Mongol Empire
 - Japan
5. Analyze the rise of the West African states of Ghana, Mali and Songhay and compare with changes in Asia and Europe.

D. The Age of Global Encounters (1400-1750)

Context: Worldwide exploration and trade expand connections between civilizations; global transformations; rise of European absolute monarchies and constitutional governments and colonial empires.

1. Explain the major developments in European society and culture, including:

- Renaissance and the Reformation
 - European explorations and colonial empires
 - Trans-atlantic slave trade
 - Commercial Revolution
 - Scientific Revolution and the Enlightenment
2. Analyze the development of societies of Meso- and South America, including political and economic structures, and social traditions.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. The Age of Global Encounters (1400-1750)

Note: This period is reviewed in the 9-12 cycle as the bridge linking the ancient and modern eras.

Context: Worldwide exploration and trade expand connections between civilizations; global transformations; rise of European absolute monarchies and constitutional governments and colonial empires.

1. Analyze and evaluate how the following major developments transformed European society and impacted on Asia, Africa and the Americas, including:
 - Renaissance and the Reformation
 - Scientific Revolution and the Enlightenment
 - European exploration, colonial empires, and the trans-atlantic slave trade
 - Commercial Revolution
 - Decline of absolutism and the rise of constitutional monarchies in Europe
2. Understand the major developments in Asia and Africa and the Americas, including:
 - China during the Ming and Qing Dynasties
 - Japan during the Tokugawa Period
 - Changing political and social structures in the Middle East, West Africa, and India
 - Rise of the trans-atlantic slave trade
 - Impact of European arrival in the Americas

B. The Age of Revolutionary Change (1750-1914)

Context: Emergence of European power; nationalism, state-building and social reform in Europe and the Americas; major revolutions; Latin American and Caribbean independence movements; and new transforming agricultural and industrial technologies.

1. Evaluate the causes and results of political and social changes in Europe, including:
 - Revolutions in Europe and the Americas
 - Emergence of a politically active middle class
 - Industrial Revolution
 - Democratic and social reforms
 - Rise of European nationalism, imperialism, and its effect on the European balance of power
 - Continuing significance of the Scientific Revolution and the Age of Enlightenment

2. Explain the main patterns of global change in colonizing Africa, Asia, the Middle East, and the Americas.
3. Trace the growth of independence movements in Latin America and resistance to forced westernization in Africa, Asia, and the Middle East.
4. Evaluate the changes brought about by the Meiji Restoration period in Japan.
5. Describe the changing influence of religion during this period.

C. The Era of the Great Wars (1914-1945)

Context: International rivalries leading to World War I; Russian revolutions and aftermath; effects of war and colonialism east and west; search for peace; world depression; rise of fascism; conflicts and imperialism leading to World War II.

1. Analyze the causes and aftermath of World War I, including:
 - Growth of European nationalism and increased competition for resources and markets
 - Technology and the changing face of war
 - Russian revolutions and the creation of the Soviet Union
 - League of Nations and the effects of the Versailles Conference on Europe, Africa, Asia, and the Middle East
2. Demonstrate understanding of the background and global consequences of actions leading to World War II, including:
 - Great Depression
 - Rise of totalitarian governments in the Soviet Union, Germany and China
 - Growth of Nazism and the background of European anti-Semitism resulting in the holocaust and its impact on Jewish culture and European society
 - Other twentieth century genocides, including Turkey/Armenia, Soviet forced collectivization in the Ukraine, and Japan's occupations in China and Korea
 - Global economic conflicts
3. Evaluate the importance of the beginning of the Atomic Age in science and the technological revolution.

D. The Modern World (1945-present)

Context: Increasing global economic interdependence, population growth and urbanization; Cold War in Europe, Asia and Latin America and collapse of the Soviet Union; rapid development of East Asian economies; disparities between developing and industrialized nations; world prospects for democracy and social justice; and new eras in science, technology and culture.

1. Understand the transition from wartime alliances to new patterns of global conflict and cooperation, and the reconstruction of Europe and Asia, including:
 - Origin and major developments of the Cold War
 - Truman Doctrine and the Marshall Plan
 - Growth and decline of Communism in Eastern Europe
 - End of colonialism and beginning of nation-building movements in Africa, Latin America and Asia
2. Apply historical analysis to explain global political, economic and social changes in the 20th century, including:
 - Adaption of Communism in China

- Japan's economic and political transformation and growth of East Asian economies
 - Conflicts in Eastern Europe and the Middle East
 - Gulf War and the Israel/Palestine conflict
 - Growth of a world economy with the information, technological and communications revolutions
3. Assess the growth of a worldwide economy of interdependent regions and the development of a dynamic new world order of increasingly interdependent regions, including NATO, the World Bank, the United Nations, and the World Court.
 4. Understand and evaluate the paradoxes and promises of the 21st century, including:
 - Technological growth and widespread world poverty
 - New patterns of world migration shaped by international labor demands
 - Global market, economy, trade, and communications
 - Rapid population growth and increasing urbanization

STANDARD 6.3 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

Descriptive statement: The study of history is central to a liberal education in a democratic society. All students need to learn about their heritage and their history as American citizens. Students learn about the major eras and events of American history, the statesmen, soldiers, and political and economic leaders who have made our country great. They come to know the basic concepts, generalizations and theories of the field that give meaning to the vast array of factual information that the study of history includes. In their study of history, students acquire basic historical literacy as well as a profound understanding of the subject. Within the ten broad eras, the indicators cover the political, social, cultural, diplomatic, scientific/technological, and military aspects of United States history.

The study of New Jersey history provides an excellent, engaging, and gripping laboratory for teaching major themes in American history. New Jersey history provides close-at-hand, immediate examples that make American history real to students at all grade levels. New Jersey history also can be related to historic sites readily available for field trips.

This standard includes K-4 content relating to family and community life, the state and the nation. Within the grades 5-12 cluster students study the following ten periods in New Jersey and American history:

- A. Three Worlds Meet (to 1620)
- B. Colonization and Settlement (1585-1763)
- C. Revolution and the New Nation (1754-1820)
- D. Expansion and Reform (1801-1861)
- E. Civil War and Reconstruction (1850-1877)
- F. The Industrial Revolution (1870-1900)
- G. The Emergence of Modern America (1890-1930)
- H. The Great Depression and World War II (1929-1945)
- I. Postwar Years (1945-1970s)
- J. Contemporary America (1968-present)

C. Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Family and Community Life

- 1. Recognize change and continuity in their own lives.
- 2. Describe their family history through two generations.
- 3. Compare family life today with long ago.
- 4. Tell about their family heritage with stories, songs, and drawings.

B. State and Nation

1. Identify the beginning, middle and end of historical stories, myths and narratives about local, state and national history.
2. Distinguish broad categories of time in relation to family history and historical narratives.
3. Recognize the names of some major figures in American history, including George Washington, Abraham Lincoln, Thomas Jefferson, Franklin Roosevelt, Martin Luther King, and others.
4. Understand the historical significance of major national holidays and American symbols.
5. Relate why important national buildings, statues, and monuments are associated with our national history.
6. Discuss the contributions of important women, African Americans, and Native Americans to American and New Jersey history.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Family and Community Life

1. Know that families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and community celebrations.
2. Understand family life in a community of the past and life in a community of the present.
3. Understand reasons why various groups emigrated to America and New Jersey, and problems they encountered.

B. State and Nation

1. Identify and discuss the reasons why George Washington, Thomas Jefferson, Benjamin Franklin, John Witherspoon, and other revolutionary leaders fought for independence from England.
2. Discuss New Jersey's important role during the American Revolution.
3. Identify major documents in New Jersey and American history, including:
 - Mayflower Compact
 - Declaration of Independence
 - United States and New Jersey Constitutions
 - Emancipation Proclamation
 - New Jersey state seal
4. Understand the institution of slavery in the United States and New Jersey's role in the Underground Railroad.
5. Identify major scientific discoveries and inventions and the major scientists and investors, with a special focus on New Jersey.
6. Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.
7. Describe the population shift from farm to city in New Jersey.
8. Understand and value the American national heritage by reviewing:

- Folklore and cultural contributions from New Jersey and other regions in the United States
 - History and values celebrated in American songs, symbols, slogans, and major holidays
 - Historical preservation of primary documents, buildings, places of memory, and significant artifacts
9. Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by lives of Sojourner Truth, Frederick Douglas and Elizabeth Cady Stanton.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

Note: The first five periods of New Jersey and United States History are covered in the 5-8 grade cluster.

A. Three Worlds Meet (to 1620)

1. Know the factors that stimulated overseas explorations and the features of the major European explorations between the 15th and 17th centuries.
2. Describe the indigenous cultures in early America, including patterns of political organization, economy, traditions and customs.
3. Describe the interaction of populations in New Jersey, the Americas, Western Europe, and Africa after 1450.

B. Colonization and Settlement (1585-1763)

1. Explain the differences in colonization of the Americas by England, Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and American Indians.
2. Analyze the political, social and cultural characteristics of the English colonies.
3. Describe the political, religious, social, and economic institutions that emerged in New Netherlands and colonial New Jersey.

C. Revolution and the New Nation (1754-1820)

1. Understand the background, major issues, events, and personalities (Washington, other Founders) of the American Revolution, including the political and economic causes and consequences of the revolution.
2. Explain New Jersey's critical role in the American Revolution, including major battles, and the involvement of women and African Americans.
3. Explain the political and philosophical origins of the United States Constitution.
4. Describe the early evolution of the system of government and political parties in the United States.
5. Describe and map American territorial expansions and the settlement of the frontier during this period.

D. Expansion and Reform (1801-1861)

1. Describe and map territorial expansion and the settlement of the frontier, including the acquisition of new territories and conflicts with American Indians.
2. Describe the political, economic, and social changes in New Jersey and American society preceding the Civil War, including:
 - Early stages of industrialization
 - Growth of cities
 - Political, legal and social controversies surrounding the expansion of slavery
3. Discuss American cultural, religious, and social reform movements in the antebellum period.
4. Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 state constitution, temperance movement, the abolition movement, and the women's rights movement.
5. Explain the importance of internal improvements on the transformation of New Jersey's economy through New Jersey's two canals and the Camden and Amboy Railroad.
6. Discuss the economic history of the state, including growth of major industries and businesses, the lives of factory workers, and occupations of working people.

E. Civil War and Reconstruction (1850-1877)

1. Explain the major events, issues and personalities of the American Civil War, including:
 - War
 - Sectionalism
 - Slavery
 - Dred Scott Decision
 - Involvement of women and African Americans
 - Emancipation Proclamation
 - Gettysburg Address
2. Analyze different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey, and New Jersey's vote in the elections of 1860 and 1864.
3. Explain Reconstruction as a government action, how it worked and its effects after the war.
4. Describe New Jersey's role in the post-Civil War era, including New Jersey's votes against the 13th, 14th and 15th amendments to the United States Constitution.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. American History through Reconstruction: Foundations of Modern America

1. **Three Worlds Meet (to 1620)**
 - Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the trans-atlantic slave trade.

2. **Colonization and Settlement (1585-1763)**

- Analyze the major issues of the colonial period, including European hegemony over North America and mercantilism and trade.
- Analyze how the America colonial experiences caused change in the economic institutions of Europe, Africa, and the native population by examining indentured servitude and slavery, and the rights of men and women.

3. **Revolution and the New Nation (1754-1820)**

- Analyze the causes, major events and effects of the American Revolution
- Understand the major philosophical and historical influences on the development of the Constitution.
- Analyze New Jersey's role in the American Revolution, including the Battles of Trenton, Princeton and Monmouth.

4. **Expansion and Reform (1801-1861)**

- Analyze American territorial expansion during this period, including the reasons for and consequences of the Louisiana Purchase, the Monroe Doctrine. Manifest Destiny, the Mexican War, the settlement of the frontier, and conflicts with Native-American inhabitants.
- Analyze the political, economic, and social changes in New Jersey prior to the Civil War, including the growth of New Jersey's cities, New Jersey's 1844 constitution, and the political and economic implications of the transportation monopolies.
- Analyze the characteristics of cultural, religious, and social reform movements in the antebellum period, including the abolition movement and the women's rights movement.

5. **Civil War and Reconstruction (1850-1877)**

- Analyze key issues, events, and personalities of the Civil War period, including New Jersey's role in the Abolitionist Movement and the national elections.
- Assess the continuing social and political issues following the Civil War, including the various Reconstruction plans, the amendments to the United States Constitution, and the women's suffrage movement.

B. The Industrial Revolution (1870-1900)

1. Connect the development of industrialization in America and New Jersey during this period and the resulting transformation of the country, including the construction of the transcontinental railroad, the introduction of mechanized farming and their impact on Native Americans, the rise of corporations and organized labor, and the growth of cities.
2. Analyze social and political trends in post Reconstruction America, including immigration restrictions, Jim Crow Laws, and the Plessy v. Ferguson Decision.

C. The Emergence of Modern America (1890-1930)

1. Explain the rise of the Progressive Movement, including the relationship between Progressivism and the Populist Movement, anti-trust reform, the woman suffrage movement, and municipal reform.

2. Assess United States foreign policy through World War I, including relations with Japan and China, the Spanish American War, and the building of the Panama Canal.
3. Describe the major events, personalities and decisions of World War I, including the causes of United States involvement, social conditions on the home front, significant battles, Wilson's peace plan, and isolationism.
4. Explore the role of New Jersey industry in World War I.
5. Interpret the social, cultural and technological changes in the inter-war period, including the "new woman," the rise of a consumer economy, the resurgence of nativism and racial violence, the Harlem Renaissance, and the Great Migration of African Americans to New Jersey from the south.

D. The Great Depression and World War II (1929-1945)

1. Describe how the Great Depression and the New Deal of Franklin D. Roosevelt transformed America, including the growth of the federal government, the rise of the Welfare State, and industrial unionism.
2. Describe the political background leading to American involvement in World War II, the course of the war in Europe and Asia, the mobilization of women and African Americans, the use of the Atom Bomb, and the founding of the United Nations.
3. Analyze how the Great Depression and the New Deal transformed New Jersey, including WPA projects in New Jersey, the Jersey Homesteads and New Deal projects.
4. Describe New Jersey's role in World War II, including Seabrook Farm and frozen foods, women in defense industries, and Einstein, Oppenheimer, and the Manhattan Project.

E. Postwar Years (1945-1970s)

1. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.
2. Interpret political trends in post-war New Jersey, including the newly revised New Jersey State Constitution of 1947 and the shift of political power from rural and urban areas to the suburbs.
3. Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to Soviet expansionism, the Marshall Plan, Korean and Vietnam Wars, and relations with China.
4. Analyze political trends in post war America, including the civil rights movement, changes in immigration laws, the modern women's movement, major United States Supreme Court decisions, and the administrations of John F. Kennedy and Lyndon B. Johnson.
5. Evaluate the role and effectiveness of voluntarism in regard to social welfare in America.

F. Contemporary America (1968-present)

1. Analyze political and economic issues in contemporary America, including domestic policy and international affairs, with emphasis on the presidential administrations of Nixon, Carter, Reagan, Bush I, Clinton and Bush II.

2. Demonstrate an understanding of the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings, and the issue of the preservation of open space.
3. Describe the growth of the technology and pharmaceutical industries in New Jersey.
4. Analyze United States domestic and foreign policies, including the civil rights movement, the labor and women's movements, the new conservatism, the fall and dissolution of communism and the Soviet Union, changes in immigration patterns, economic and cultural globalism, the post-industrial economy, and the new War on Terrorism.

STANDARD 6.4 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES IN RELATION TO INDIVIDUALS, INSTITUTIONS, AND GOVERNMENTS.
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Descriptive Statement: Economics is the study of human behavior in relation to scarce resources. It is also about responsible citizenship. Effective economic decisions within the roles of consumer, producer, saver, and investor are more likely to be made if students understand economic concepts and their applications. The understanding of economic principles, concepts and analytical tools is also essential for career development and personal financial success in the 21st century. Our students live in a world of increasing global interdependence.

Students also need to understand that economic decisions of institutions, governments and individuals can have immediate and far-reaching impacts. Another goal of this standard is to provide students with the necessary economic knowledge and skills for a full understanding of political, social, and historical events. These events are often incompletely or inadequately understood without a firm grasp of their economic components. For example, no modern election is without economic aspects and, in fact, economic issues have dominated many recent elections. Therefore, it is essential that New Jersey's schools provide all students with a strong foundation in the social science of economics.

The following cumulative progress indicators are organized under three themes to include the core of essential knowledge for K-12 students in the subject as introduced at appropriate grade levels and further developed in later grades. These themes are:

- A. Economic Literacy
- B. Economics and Society
- C. Personal Financial Management

Cumulative Progress Indicators

By the end of **Grade 4**, students will:

A. Economic Literacy

1. Explain the meaning of, and be able to distinguish wants and needs.
2. Distinguish between goods (objects) and services (activities).
3. Identify the basic goods and services a family needs for everyday life.
4. Give examples of how the products you eat, wear and use can affect your health, your safety, and the environment.
5. Understand that consumers are buyers and producers are workers and sellers.
6. Explain that there are not enough resources to satisfy all the wants of individuals, groups and societies.
7. Understand that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants.
8. Understand that natural, human and capital are used to produce goods and to provide services.

9. Explain that prices are the money value of goods and services.
10. Describe taxes that their families pay and identify government services they receive.

B. Economics and Society

1. Identify various workplace jobs and explain how workers in these jobs receive income for their work that they exchange for products made by others.
2. Understand that banks provide currency, checking accounts, and savings accounts.
3. Understand that some essential goods and services are provided by the government such as roads, schools, parks, police, and fire protection.
4. Describe the processes used to make things they own and use.
5. Identify things that are produced in New Jersey.

C. Personal Financial Management

1. Understand that people can improve their ability to earn income by gaining new knowledge, skills and experiences.
2. Understand that prices of goods and services can be compared to make good decisions about purchases.
3. Identify a financial goal and develop a savings plan to reach it.
4. Describe the advantages of having an interest bearing account.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Economic Literacy

1. Understand how needs and wants change from childhood to old age and how important it is to plan, spend, and save accordingly.
2. Demonstrate an understanding of the law of supply and demand.
3. Identify goods and services provided by local, state and, national governments and how they are supported by taxes.
4. Understand the concept of economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.
5. Understand that in supplying consumer and industrial requirements, private industry acquires material and energy resources, provides jobs, raises financial capital, manages production processes, and markets goods and services that create wealth.
6. Understand that innovation, entrepreneurship, competition and customer satisfaction and continuous improvement in productivity are responsible for the rise in the standard of living in the United States and other countries with market economies.
7. Understand characteristics of the three basic economic systems: traditional (barter and trade); market (capitalism); and command (communism).

B. Economics and Society

1. Distinguish between the economic roles of local and state governments and cite examples of each in practice.
2. Describe the many ways federal, state and local governments raise funds to meet the need for public facilities and government services.

3. Understand and give examples of how business and industry influence buying decisions of consumers through advertising.
4. Understand how societies have been affected by industrialization and by different political and economic philosophies.
5. Describe how inventions and innovations have improved standards of living over the course of history.
6. Understand that meeting the needs and wants of a growing world population has a profound impact on the environment and economic growth.
7. Evaluate the issues involved with sprawl, open space and smart growth in New Jersey.

C. Personal Financial Management

1. Understand why it is unacceptable behavior in our society to try to satisfy our needs and wants by taking unfair advantage of others or being untruthful or dishonest.
2. Understand different ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.
3. Explain the difference in cost between cash and credit purchases.
4. Understand what an interest rate is and how it affects savings and borrowing.
5. Explain that take-home pay equals wages/salaries minus deductions
6. Understand that people make financial choices which have costs, benefits and consequences.
7. Compare education requirements and expected income of different occupations.
8. Demonstrate ability to compare prices of items from different sellers.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Economic Literacy

1. Understand and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit.
2. Identify entrepreneurs in the community and describe the risks and rewards of starting a new business.
3. Understand that a market economy experiences periodic business cycles of prosperity and recession and that the federal government can adjust taxes, interest rates, spending and other policies to help restore economic health.
4. Know what items are included in federal and state budgets, and the proportional share of government spending to major elements such as social programs, public safety, military, foreign aid and welfare.
5. Apply the idea of supply and demand to market adjustments that affect prices of familiar items and in general.
6. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs and free trade.
7. Demonstrate familiarity with the many different kinds and costs of insurance available to protect individuals from loss or damage to life, property, health, disability, personal liability, bank deposits, and old age.

B. Economics and Society

1. Understand the roles of the United States government and the private sector in our economy.
2. Evaluate international trade principles and policies.
3. Analyze the labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
4. Understand the value and role of free and fair competition versus the social need for cooperation and how business, industry and government try to reconcile these goals.
5. Understand the importance of economic issues to politics and distinguish the economic views of different political parties.
6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of unequal quality in public schools.
7. Understand the causes and consequences of racial and gender discrimination in markets, employment, housing, business and financial transactions.
8. Understand the activities and impact in various countries of major international institutions including the World Bank, the International Monetary Fund, and the World Trade Organization.

C. Personal Financial Management

1. Demonstrate skills in basic financial tasks such as paying bills on time, balancing a checkbook, keeping financial records, and checking a credit card statement for accuracy.
2. Develop a realistic career plan that includes educational requirements and skill development.
3. Compare different jobs and analyze why wage/salary differences exist.
4. Describe the purposes of social security and Medicare.
5. Explain how the federal income tax works and that deductions, exemptions and credits reduce taxable income.
6. Explain the emotional appeal behind a current advertising slogan or campaign.
7. Explain and describe the function and importance of insurance and describe life, health, disability, property and auto insurance.
8. Explain how such factors as peer pressure and living arrangements affect spending patterns of people.
9. Evaluate actions a consumer could take in response to excessive debt such as renegotiating a repayment schedule, selling assets and their consequences.
10. Compare the risks and returns of various saving and investment products.

STANDARD 6.5 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.

Descriptive Statement: The study of geography is based on the principle that thinking in and understanding spatial terms will enable students to understand the many relationships of place, people, and environments. By taking an active, questioning approach to the world around them and asking what, where, when and why questions about places, people and environments, students learn to devise their own mental world-view. As students engage in critical thinking to interpret patterns in the evolution of significant historic events and movement of human populations on the earth's surface, their understanding of geography, history and the other social studies deepens. Furthermore, the use of geographic tools and technology will assist students in understanding the reasons for, and the economic, political and social consequences of human impact on the environment in different areas of the world.

This section is organized around the following five themes adapted from the National Geography Standards:³

- A. The World in Spatial Terms
- B. Places and Regions
- C. Physical Systems
- D. Human Systems
- E. Environment and Society

D. Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. The World in Spatial Terms

1. Demonstrate understanding of the spatial concepts of location, distance and direction, including:
 - Location of school, home, neighborhood, community, state and country
 - Relative location of the community and places within it
 - Location of continents and oceans
2. Understand that the globe is a model of the earth and maps are representations of local and distant places.

B. Places and Regions

1. Describe the physical features of places and regions on a simple scale.
2. Describe the physical and human characteristics of places.

³ Geography Education Standards Project. 1994. *Geography for Life*. Washington, D.C.

C. Physical Systems

1. Recognize that the relationship of the earth to the sun affects weather conditions, climate and seasons.

D. Human Systems

1. Identify the types of transportation used to move goods and people.
2. Identify the modes of communication used to transmit ideas.

E. Environment and Society

1. Describe the role of resources such as air, land, water, and plants in everyday life.
2. Describe the impact of weather on everyday life.
3. Understand and act on small-scale, personalized environmental issues such as littering and recycling.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. The World in Spatial Terms

1. Demonstrate understanding of the spatial concepts of relative and absolute location, and distance.
2. Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.
3. Know the elements of maps including scale, symbols, legend, grid, directions.
4. Identify the major cities of New Jersey, the United States and the world.
5. Identify the major countries of the world.
6. Identify time zones, latitude, longitude, and the global grid.

B. Places and Regions

1. Identify the physical and human characteristics of places and regions in New Jersey and the United States.
2. Explain changes in places and regions over time.
3. Identify and compare the natural characteristics used to define a region.
4. Describe the geography of New Jersey.
5. Identify the characteristics of places and regions from a variety of viewpoints.
6. Discuss the similarities and differences among rural, suburban, and urban communities.

C. Physical Systems

1. Identify the major physical processes that shape the Earth's surface such as weathering, erosion, earthquakes, and volcanoes.
2. Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate.
3. Predict effects of physical processes and changes on the Earth.
4. Understand that the community and its environment function as an ecosystem.
5. Describe and illustrate the hydrologic cycle, including precipitation, evaporation, and condensation.

D. Human Systems

1. Describe the development of transportation and communication networks in New Jersey and the United States.
2. Identify the distribution and characteristics of populations for different regions of New Jersey and the United States.
3. Understand the patterns and processes of past and present human migration.
4. Explain and identify examples of global interdependence.
5. Describe how physical and human characteristics of regions change over time.

E. Environment and Society

1. Describe ways in which humans have attempted to solve environmental problems through adaptation and modification.
2. Understand that there are living and non-living natural resources.
3. Explain the nature, characteristics, and distribution of renewable and non-renewable resources.
4. Explain why air quality, water supply and solid waste disposal are important environmental issues for all of us.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. The World in Spatial Terms

1. Recognize the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.
2. Translate maps into appropriate spatial graphics to display geographical information.
3. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
4. Distinguish among the major map types, including physical, political, topographic, and demographic.
5. Explain the distribution of major human and physical features at country and global scales.
6. Describe and distinguish among the various map projections, including size, shape, distance, and direction.
7. Describe locational technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).

B. Places and Regions

1. Evaluate the characteristics of places and regions from a variety of viewpoints.
2. Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.
3. Explain how regions change over time.

C. Physical Systems

1. Describe characteristics and spatial distribution of major Earth ecosystems.
2. Explain how ecosystems function locally and globally.

D. Human Systems

1. Explain how technology affects the ways in which people perceive and use places and regions.
2. Analyze demographic characteristics to explain reasons for variations between populations.
3. Describe and explain the significance of patterns of cultural diffusion in the creation of varied cultural mosaics.
4. Explain the primary geographic causes for world trade.
5. Interpret the patterns of settlement in different urban regions of the world.
6. Describe how changes in technology affect the location of human activities.
7. Explain how and why people cooperate but also engage in conflict to control the Earth's surface.

E. Environment and Society

1. Analyze the impact of various human activities and social policies on the natural environment.
2. Compare and contrast various ecosystems and describe their interrelationship and interdependence.
3. Identify conservation practices and alternatives for energy resources.
4. Explain the nature and importance of the interacting components of the environment.
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.
6. Analyze the importance of natural and manufactured resources in New Jersey.
7. Understand that environmental issues transcend local, state and national boundaries.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. The World in Spatial Terms

1. Understand the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.
2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.
4. Apply understanding of geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.

B. Places and Regions

1. Analyze and compare the functions and spatial arrangements of cities both locally and globally.
2. Explain and evaluate how human interaction with the physical environment shapes the features of places and regions.
3. Explain why places and regions are important factors to individual and social identity.

C. Physical Systems

1. Explain how relationships between soil, climate and plant and animal life affect the distribution of ecosystems.
2. Analyze the effects of both physical and human changes in ecosystems, such as acid rain, ozone layer, carbon-dioxide levels, and clean water issues.

D. Human Systems

1. Analyze the impact of human migration on physical and human systems.
2. Explain the spatial-technological processes of cultural convergence (cultural adaptations over distances) and divergence (separating effects of cultural diffusion over distances).
3. Identify and analyze the historic movement patterns of people and their goods and their relationship to economic activity.
4. Analyze the processes that change urban areas.
5. Analyze how cooperation and conflict influence the control of economic, political and social entities on Earth.

E. Environment and Society

1. Explain the global impacts of human modification of the physical environment.
2. Understand the importance of maintaining biological diversity.
3. Analyze examples of changes in the physical environment that have altered the capacity of the environment to support human activity.
4. Explain the historical movement patterns of people and goods in the world, United States and New Jersey, and analyze the basis for increasing global interdependence.
5. Evaluate policies and programs related to the use of local, national and global resources.
6. Understand the human need for respect for and informed management of all resources (sustainability), including human populations, energy, air, land and water to insure that the earth will support future generations.
7. Know how and why historical and cultural knowledge can help to improve present and future environmental maintenance.
8. Evaluate the environmental impact of technological change in human history.
9. Obtain and analyze relevant information, assess risks, and make decisions about a variety of environmental issues.